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ABSTRACT

This consultant package for use with staff at the senior high level is one of a set of six packages of consultants' materials developed to serve as a guide for consulting staff presenting career education workshops in the following areas: Counselors, primary K-3, intermediate, junior and senior high, and administrators. (The "Career Education Curriculum Materials Resource Guide," ED 118 759, developed by professionals at the Region 5 Educational Service Agency, was used as a reference work for the packages.) This package includes an outline for a workshop at a junior and senior high school, an outline for introducing career education to vocational educators, a special education consultant's kit, and various materials, activities, and handouts for use with students. (TA)

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STATEWIDE DISSEMINATION WORKSHOP IN CAREER EDUCATION HELD IN PARKERSBURG, WEST VIRGINIA, FEBRUARY 5, 6, AND 7, 1976, SPONSORED COOPERATIVELY BY

Region V
Regional Education Service Agency
Career Education Project
1210 Thirteenth Street
Parkersburg, West Virginia

West Virginia Department of Education
Bureau of Vocational, Technical and Adult Education
Charleston, West Virginia

and

Marshall University
Huntington, West Virginia

SENIOR HIGH CAREER EDUCATION CONSULTANT PACKAGE

General Statement

The consultants' materials found in this package were developed by professionals in the Region V area to be used as a guide that may be adapted or adopted as the presenter wishes.

It should be noted that many other articles are available that provide good background for career education. One such publication is the Career Education Curriculum Materials Resource Guide, to which reference is consistently suggested. We suggest each person give it adequate attention prior to presenting a workshop.

How to find transparencies and handouts

All transparencies and handouts numbered with the letter SR, SpE, and TVE can be found in the back of this section. All others can be found in the General Transparencies and Handout section at the back of the package.

JUNIOR AND SENIOR HIGH

I. Ice Breakers

H12 - Fallout Shelter
H13 - Landing On Moon
H14 - Work Values Game (3 cards)
H15 - Professors' Performance Scale

II. General

A. What Is Career Education?
1. Visuals:
a. TSR1.1 - Career Education is
b. TSR1.2 - Career Education is
c. TSR1.3 - Career Education involves
2. Handouts:
a. Page 5 - RESA V Career Education Curriculum Materials Resource Guide
b. H7 - Lincoln County Study
c. Page 3 - RESA V Career Education Curriculum Materials Resource Guide
d. Page 6 - RESA V Career Education Curriculum Materials Resource Guide
e. H2 - "Straight Answers On Career Education"
f. H9.3, 9.5, 9.6 and 9.7 - "Myths and Merits" - Bill Cheshire
g. H10 - Career Education Today - RESA V Pamphlet
3. Films:
a. "I Want To Be" — RESA V - Career Education Project #348
b. "Up Is Down" — Dr. LeVene A. Olson, Marshall University

B. Career Education Instructional Approaches
1. Long Range Goals:
a. Visuals:
1. TSR2.1 - Goals, Content, etc.
2. TSR2.2 - Career Education Goal
b. Handout: HSR1 - Excerpts from Lincoln County Study
2. Course Content:
a. Visual: TSR3 - How Do We Teach Career Education
b. Handout: HSR2 - Career Education - Where Are We Going? - Bill Cheshire
3. Relevance:
a. Visual: Analysis of Lincoln County Study
b. Handouts:
1. H6 - "I Taught Them All"
2. H5 - "I'm Educated Beyond My Intelligence"
3. H1 - "Cipher In The Snow"
4. Subjects Cluster Model

C. Career Model
1. Career Exploration:
a. Visual: TSR4 - Career Exploration
b. Handouts:
1. H7 - Career Education Model
2. H10 - Career Education Today - RESA V Pamphlet
2. Career Preparation:
a. Visual: TSR5 - Career Preparation
b. Handout: H10 - Career Education Today - RESA V Pamphlet

III. Specifics (7-12) - Career Education Curriculum Materials Resource Guide
A. Career Exploration

1. Handouts — General
    a. Page 13
    b. Page 14
    c. Page 15
    d. Page 16
    e. Page 17
    f. Page 18
2. Sample Modules - Handouts:
    a. Page 102 - Science
    b. Page 113 - Music
    c. Page 125 - Journalism
    d. Page 139 - Building Occupations

B. Career Preparation
1. Handouts (Refer III A1):
2. Sample Modules — Handouts:
    a. Page 170 - Planning - Language Arts
    b. Page 178 - Development of Interest and Awareness - Health
    c. Page 185 - " " " " " - Math
    d. Page 192 - " " " " " - Social Studies

C. Home Economics - In-service Teaching Unit —
1. Handouts:
    a. Job Charts— HSR4
    b. Sample Career Information - HSR5
    c. Integration of Home Economics - HSR6, HSR7
    d. Learning Activities
        (1) Page 13 and 14 — RESA V Career Education Curriculum Materials Resource Guide
        (2) Employment Opportunities — HSR8
        (3) Skits and foods — HSR9

D. Vocational Educators In-Service Teaching Unit

E. Special Education Package
1. Why Career Education:
    a. Orientation
    b. Exploration
    c. Preparation
    d. Guidance
2. Correlation of Career Education to Special Education Subject Areas:
    a. Math
    b. Language Arts
    c. Science
    d. Health
    e. Social Studies
    f. Leisure Time Activities

INTRODUCING CAREER EDUCATION TO VOCATIONAL EDUCATORS

To begin the presentation, read a few lines that would be of interest to vocational educators from "I May Be Educated Beyond My Intelligence." These lines are as follows:

I can solve a quadratic equation, but I cannot keep my bank balance straight.

I can explain the principles of hydraulics, but I cannot fix a leak in the kitchen faucet.

I know the economic theories of Malthus and Adam Smith, but I cannot live within my income.

I can solve a differential equation, but I cannot use the metric system.

I can recognize the "leit-motiff" of a Wagner opera, but I cannot tune a simple engine.

I can work senior high math all day but I cannot use a ruler.

I have a general diploma but I cannot find a job.

I MAY BE EDUCATED BEYOND MY INTELLIGENCE.

After using the above lines as an attention getter, now define career education as defined by Dr. Kenneth Hoyt.

> "Career education is the total effort of public education, the home, and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual."

At this point, give the background information on career education taken from the Career Education Curriculum Materials Resource Guide, page 5.

Use the transparency T-2 "Continuous Career Development Through Occupational and Educational Experiences." Describe each level and then concentrate on the senior high level. If you would prefer, instead of using another transparency, distribute a handout and discuss in the same manner. This handout was found on H-7 of "The Study of Elementary and Secondary Career Education in Lincoln County."

After each level has been discussed, hand out a blank module from and a completed module as an example. Discuss.

At the conclusion of the presentation, show the film "Pack Your Own Chute". Hopefully, this will excite some of the teachers to become involved and try a unit in their own classroom.

Other Handouts:

Occupational Clusters and Career Education - H-4.

SPECIAL EDUCATION CONSULTANT'S KIT

OUTLINE

I. GENERAL (FROM CONSULTANT'S PACKAGE)

II. SPECIFIC

A. Why Career Education in Special Education
   1. Career orientation (7-8)
      a. explanation
         (1) handout
         (2) visual
      b. example
   2. Career Exploration (9-12)
      a. explanation
         (1) handcut
         (2) visual
      b. example
   3. Career preparation (10-12)
      a. explanation
         (1) handout
         (2) visual
   4. Career guidance
      a. explanation
         (1) handout
         (2) visual
      b. example

B. Correlation of Career Education to Special Education Subject Areas

   1. Mathematics
      a. money values
      b. measurements
   2. Language arts (English, reading, spelling)
      a. applications
      b. letter writing
      c. personal histories, data sheet
      d. legal papers (social security, W-2, etc.)
      e. individual job awareness
      f. communications skill
   3. Science (health)
      a. personal hygiene
      b. nutritional data
   4. Social studies
      a. future planning
      b. job roles
      c. personal interaction and relationships
   5. Leisure time activities
      a. arts and crafts
      b. games
      c. sports

SPECIAL EDUCATION

I. GENERAL

II. SPECIFIC - SPECIAL EDUCATION (7-12)

A. Since one of the primary goals for special education students is that of becoming a productive, contributing member of our society, then career education should be viewed as a natural vehicle to obtain that goal. Because few, if any, special education students go on to further their education, the need for job orientation, job exploration, job preparation, and job guidance for this segment of our school population becomes imperative.

1. In grades 7-8 career orientation places the emphasis on broader exposure to all levels of occupations. "Real life" experiences are provided through people oriented field trips to business and industry, the community and other organizations and agencies. The students are exposed to people who represent many walks of life. Resource people are invited to the classroom to interact with the students.
   a. Handout - page 36-38 Olson; Career Educatin In Lincoln County
   b. Visual - TSpE-1.1

   EXAMPLE: The student may listen to a tape on a particular occupation (waiters-waitresses-educational sensory programming-Jonesboro, Arkansas) or a book (Bob the Super Clerk, Janet the Hospital Helper by Hughes, John: Janus Book Publishers, Hayward, California; Jerry Works in a Service Station by Jewel Wade, Fearon Publishers, Belmont, California). Following this a person representing these occupations could be brought to the classroom for student interaction.

2. In grades 9-12 career exploration focuses its attention on "trying out" one's self identity in real or simulated situations. This is done in the classroom and through efforts with business and industry.

   EXAMPLE: Using the same waiter-waitress occupations, the students could role play the jobs in class or actually go to the restaurant for "hands-on" activities where he or she really try the job.
   a. Handout - page 38-39 Olson; Career Education In Lincoln County
   b. Visual - TSpE-1.2

3. In grades 10-12 career preparation provides students with either entry level skills or precision skills for jobs in many related occupations.
   a. Handout - page 40-41, Olson; Career Education In Lincoln County
   b. Visual - TSpE-1.3

   EXAMPLE: The student may attend an area vocational-technical school, work in jobs around the school (cafeteria, building

maintenance, etc.), or in a co-op or distributive education program in the community.
At Tyler County High School, we have a Vo-Ag skills program which is composed of 90% special education students who work on welding, building construction, electricity, building maintenance, and landscaping.

4. Career guidance provides additional assistance to the student in understanding the process of locating employment, contacting employers, interviewing, filling out applications, etc.
   a. Handout - page 41-42, Olson; Career Education In Lincoln County
   b. Visual - TSpE-1.4

B. Correlation of Career Education to Special Education Subject Areas

1. There are two math concepts that are very important in filling the kinds of jobs special education students can be successful at. First, the ability to use measurements and secondly, the understanding of money values. These concepts are learned in the special education classroom and can be put to practical use in our school's Vo-Ag skills program.
   a. Visual - TSpE-2.1
   b. Visual - TSpE-2.2
   c. Visual - TSpE-2.3

2. Language Arts, which can include reading, spelling, and English, can deal with many job related areas. For example, job applications (Visual TSpE-2.4; 2.5) personal histories, educational background, work experience, health records, data sheets, etc., (Visual - TSpE2.6-2.1), legal papers, such as social security, W-4, birth certificates (Visual TSpE-2.11; 2.12), check writing (Visual TSpE-2.13) and other communication skills (i.e., interviewing, phone calls, letter writing, etc.).

3. In the science or health subjects, the main areas of concern are personal hygiene and nutritional data which also encompasses shopping and planning meals. (This may also be related to Math Money Values).
   a. Handout - HSpE-1, 2 and 3
   b. Visual - TSpE-3.1, 3.2 and 3.3

4. In Social Studies, future planning, job roles, and individual awareness can be taught.
   Visual TSpE

5. Leisure time activities are very important. My students are involved in arts and crafts, games (monopoly for both money values and acquiring of real estate and life insurance where students must make a series of decisions ranging from what occupation to choose; to what size a family to have and to how much insurance to

buy), and sports, which are not football, basketball, etc., but rather things that may last for a lifetime such as bowling, hunting, fishing, etc.) -- students bring in their tackle boxes or guns and "show off" for the class by demonstrating techniques or just telling stories.

TSpE-2.1 - Measure up/Fearon Publishers p 12

2.2 - Money Makes Sense/Fearon Publishers p 14

2.3 - Using Dollars & Sense/Fearon Publishers p 43

2.4 - My Job Application File/Janus Book Pub. p 25

2.5 - My Job Application File/Janus Book Pub. p 29

2.6 - My Job Application File/Janus Book Pub. p 6

2.7 - My Job Application File/Janus Book Pub. p 8

2.8 - My Job Application File/Janus Book Pub. p 16

2.9 - My Job Application File/Janus Book Pub. p 13

2.10 - Occupational Notebook Program/Research Press Co. Entry 28

2.11 - Occupational Notebook Program/Research Press Co. Entry 25

2.12 - Occupational Notebook Program/Research Press Co. Entry 40

2.13 - Occupational Notebook Program/Research Press Co. Entry 38

HSpE-1 - Plans For Living/Fearon Publishers p 18

2 - Plans For Living/Fearon Publishers p 37

3 - Career Education Curriculum Materials Resource Guide - RESA V

TSpE-3.1 - Planning Meals and Shopping/Fearon Publishers p 51

3.2 - Planning Meals and Shopping/Fearon Publishers p 35

3.3 - Getting A Job/Fearon Publishers p 78

TSpE-4.1 - Getting A Job/Fearon Publishers p 10

4.2 - Getting A Job/Fearon Publishers p 53

4.3 - Jobs In Your Future/Scholastic Book Service p 12

4.4 - Jobs In Your Future/Scholastic Book Service p 11

The above examples are pages taken from the following books. The entire books may be purchased from the publisher.

Jobs In Your Future. Lee, Miriam. Scholastic Book Services: New York. 1967.

My Job Application File. Kahn, Tong, & Jew. Janus Book Publishers: Hayward, California. 1974.

Occupational Notebook Program. Cook, Iva Dean. Research Press Company: Champaign, Illinois. 1972.

Planning Meals and Shopping. Weaver, Ann. Fearon Publishers: 6 Davis Drive, Belmont, Calif. 94002.

Using Dollars and Cents. Kahn, Charles; Hanna, Bradley. Fearon Publishers: 6 Davis Drive, Belmont, Calif. 94002.

Money Makes Sense. Kahn, Charles; Hanna, Bradley, Fearon Publishers: 6 Davis Drive, Belmont, Calif. 94002.

Measure Up. Kahn, Herring & Tong. Fearon Publishers: 6 Davis Drive, Belmont, Calif. 94002.

CAREER EDUCATION IS . . .

A GROUP OF ACTIVITIES AND EXPERIENCES

CAREER EDUCATION IS . . .

A PROMINENT AND PERMANENT GOAL OF AMERICAN EDUCATION

CAREER EDUCATION IS . . .

CAREER AWARENESS
CAREER ORIENTATION
CAREER EXPLORATION
CAREER PREPARATION
AND
CAREER GUIDANCE

CAREER EDUCATION IS . . .

FOR ALL PERSONS K - ADULT

CAREER EDUCATION IS . . .

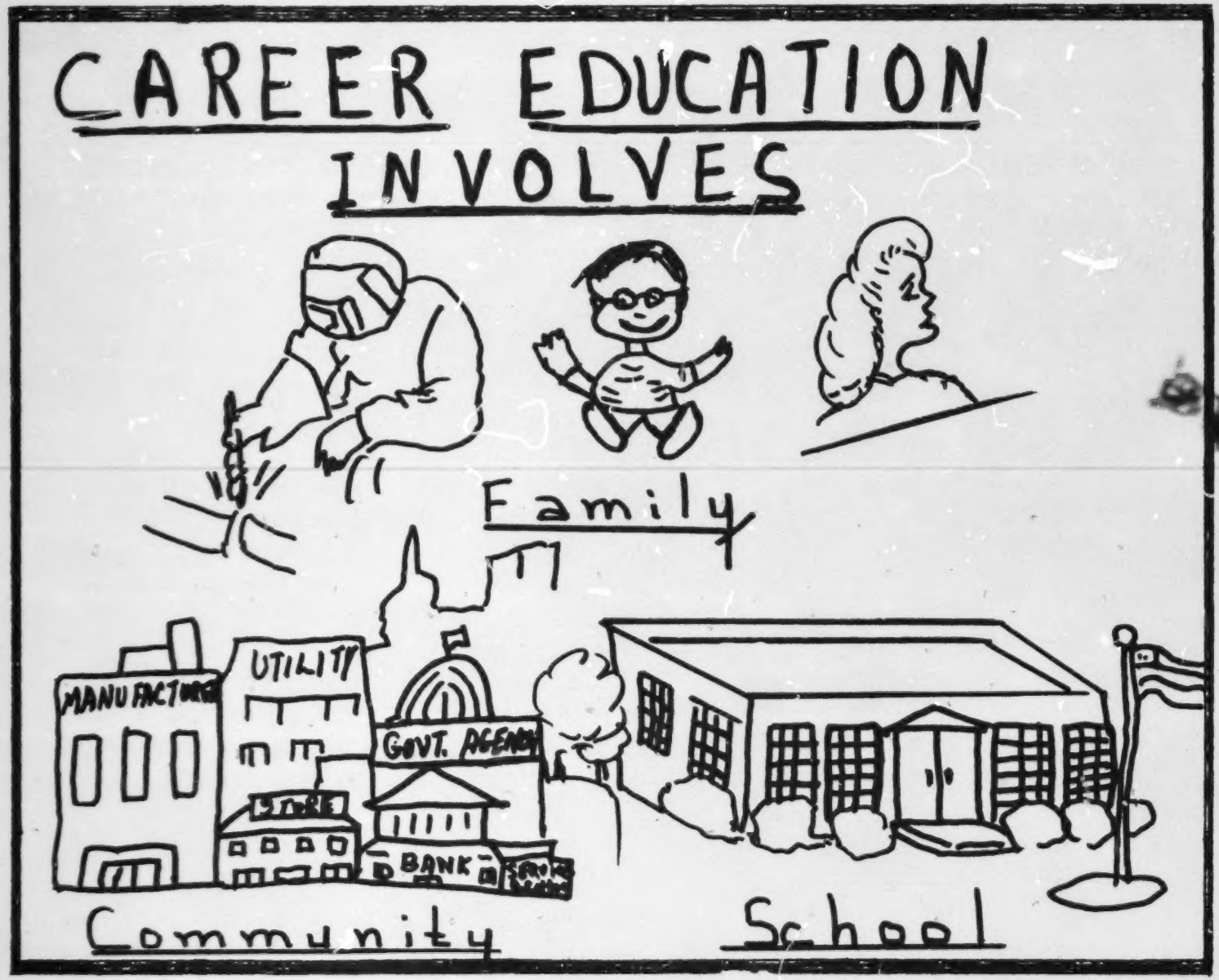
A WAY FOR STUDENTS TO FIND SATISFYING WORTHWHILE WORK

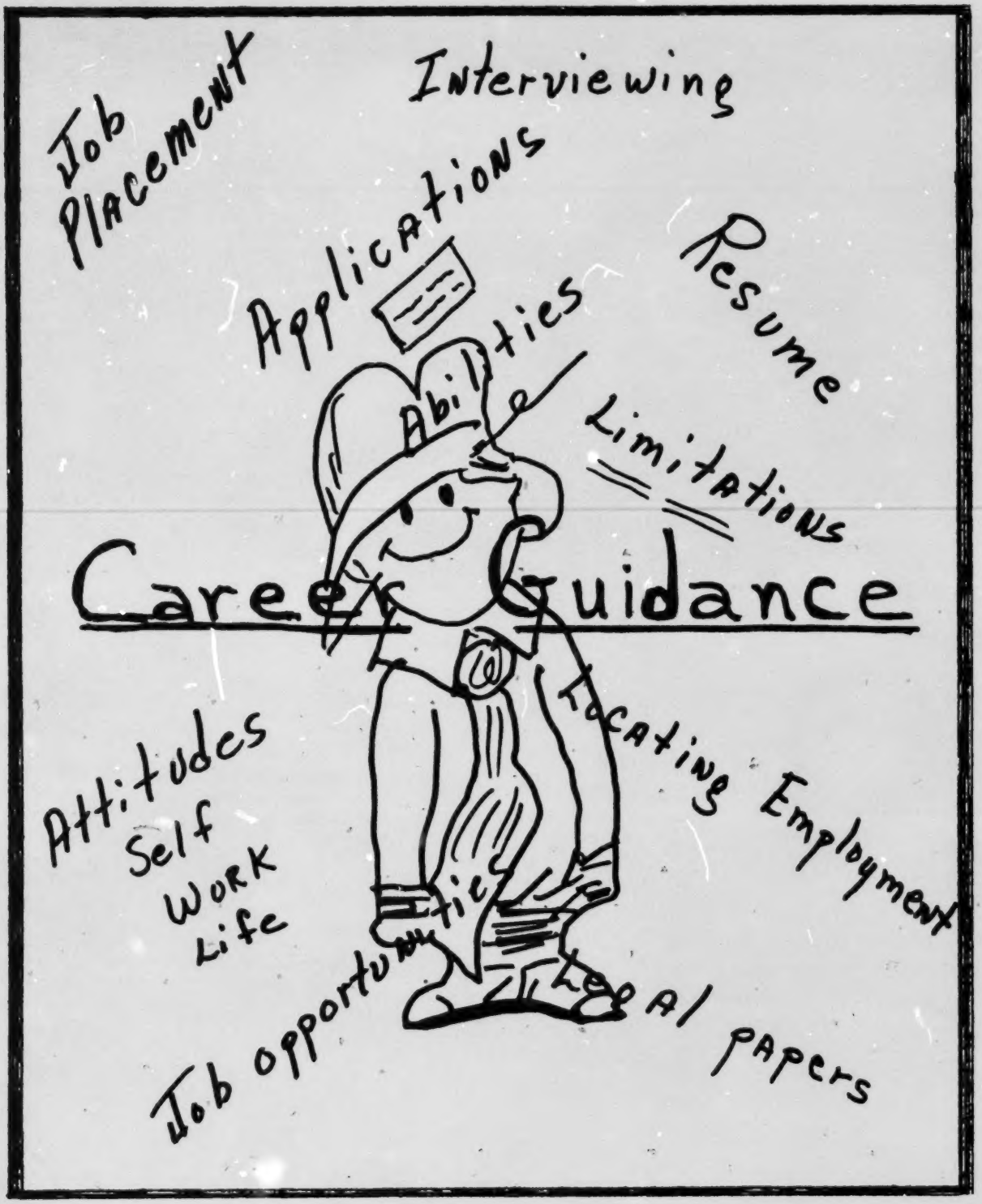
CAREER EDUCATION IS **NOT**...

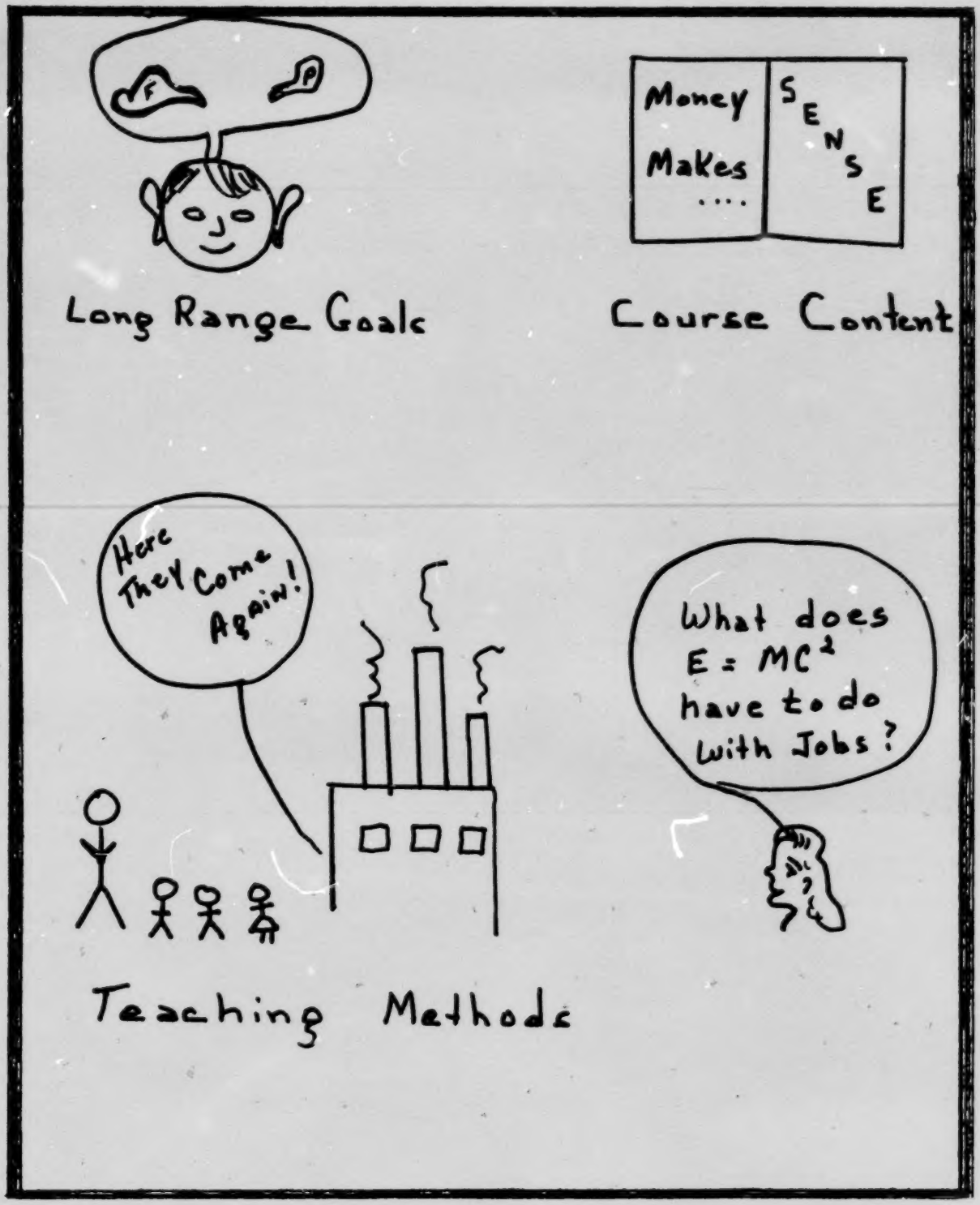
A NEW OR SEPARATE PROGRAM

CAREER EDUCATION IS...

A WAY TO MOTIVATE STUDENTS


CAREER EDUCATION
INVOLVES
Family
UTILITY
GOVT. AGENCY
BANK
Community
School


Job Placement
Interviewing
Applications
Resume
Abilities
Limitations
Career Guidance
Attitudes
Self
Work
Life
Locating Employment
Job opportunities
Legal papers


Money Makes ....
SENSE
Long Range Goals
Course Content
Here They Come Again!
What does E = MC² have to do with Jobs?
Teaching Methods

Some Career Education Goals

Every Student Leaving School Should Be Able To Find Work

Every Student Leaving School Should Be Equipped with Marketable Skill

Work Should Become More Personally Satisfying To The Individual Worker

But

HOW

Do We Teach....

Career
Education

Integration

"HOW CAREER EDUCATION DIFFERS FROM VOCATIONAL EDUCATION"

Career	Vocational
1. Awareness, exploration, decision making, preparation, entry and advancement stages	1. Preparation stage only.
2. For all people	2. For people seeking vocational-technical education.
3. Emphasizes paid and unpaid work	3. Emphasizes paid employment.

GOAL NUMBER ONE

To provide broad occupational orientation at the elementary and secondary school levels which will increase student awareness of the range of options open to them in the world of work.

GOAL NUMBER TWO

To provide work experience, cooperative education and similar programs making possible a wide variety of offerings in many occupational areas.

GOAL NUMBER THREE

To provide students not previously enrolled in vocational programs opportunities to receive job entry skills prior to the time that they leave school.

GOAL NUMBER FOUR

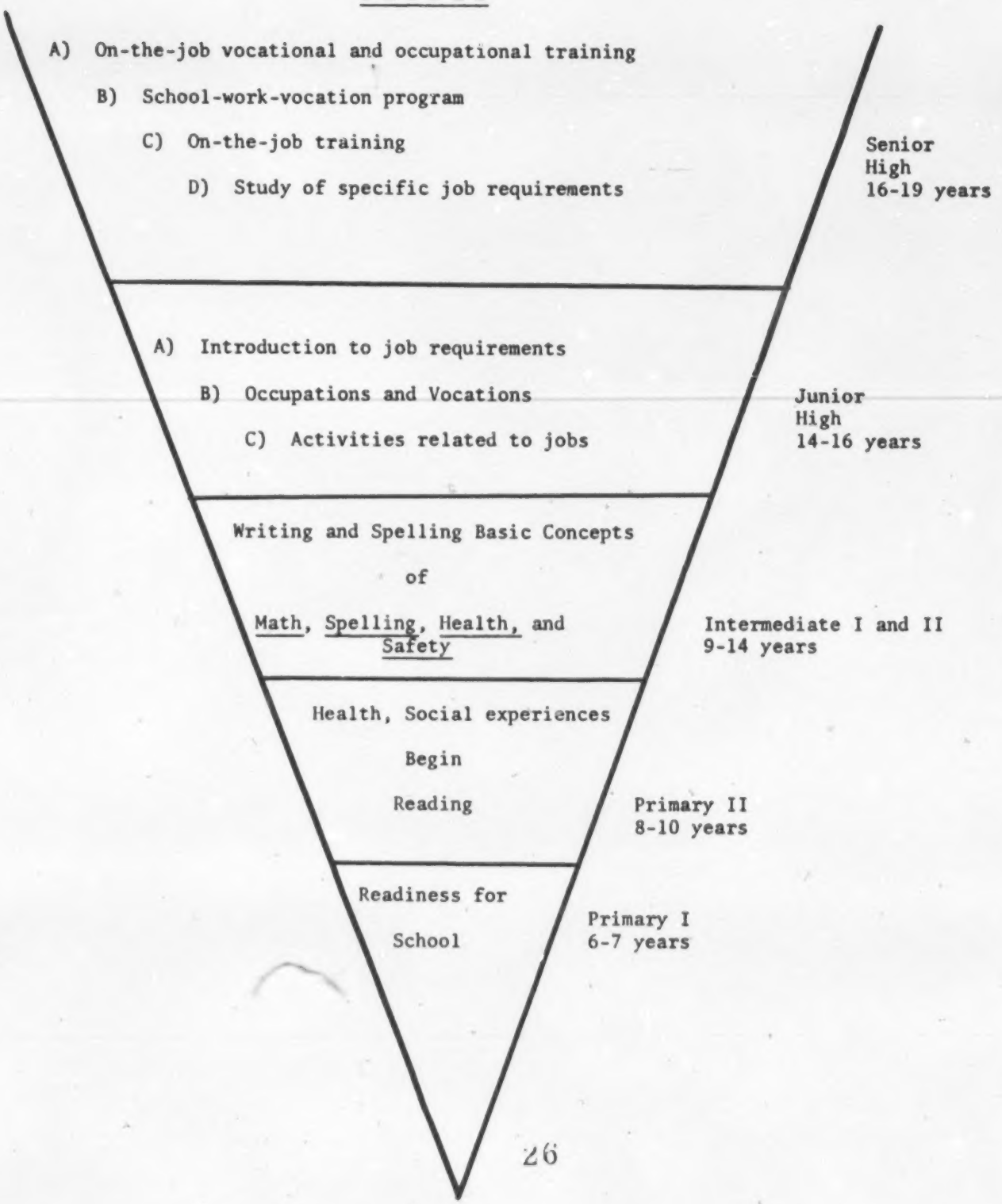
To provide intensive occupational guidance and counseling during the last years of school and for initial placement of all students at the completion of their schooling.

What do the terms interlocking or interdisciplinary mean and what implications do they have for career education? The terms are beginning to be used interchangeably. Simply stated they mean "putting it all together" for the students so that facts, knowledge, and discipline (subject matter) make sense. It means joining academic material with vocational skills, but it means even more. It means math joined with science to explain a physical reaction or experiment; it means joining English with music and industrial arts to bring a musical production to life; and it means bringing together the appropriate subjects, from all sections of the school, the community, the family, and the world of work so that the educational process will become realistic and meaningful for each student.

DISCUSS THIS CONE OF EDUCATION - PROGRAM CONE

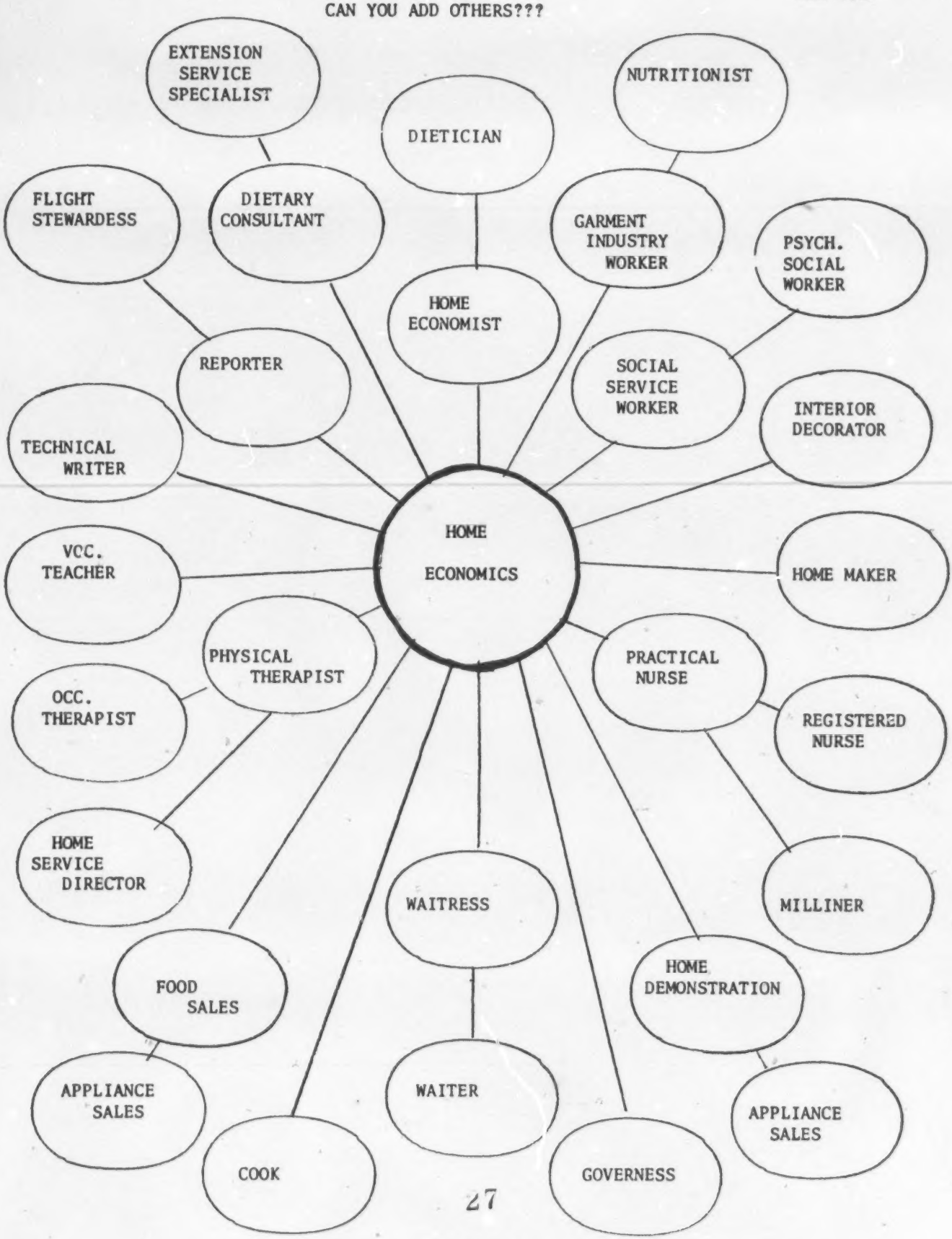
S A L A B L E

S K I L L S


A) On-the-job vocational and occupational training
B) School-work-vocation program
C) On-the-job training
D) Study of specific job requirements
Senior High 16-19 years
A) Introduction to job requirements
B) Occupations and Vocations
C) Activities related to jobs
Junior High 14-16 years
Writing and Spelling Basic Concepts of Math, Spelling, Health, and Safety
Intermediate I and II 9-14 years
Health, Social experiences Begin Reading
Primary II 8-10 years
Readiness for School
Primary I 6-7 years

Copy of this Handout to all Junior High and High School Special Education Teachers

CAN YOU ADD OTHERS???



Career articles related to Home Economics can be found in publications from the following sources:

1. Co Ed
2. Forecast
3. Illinois Teacher
4. U. S. Department of Labor

A sample article follows

CAREER discovery

Jobs For You After High School, Part 4

CAREERS IN LAW ENFORCEMENT

This month we profile two of the many careers in law enforcement. Alicia Parker (page 64) does police patrol work. Pat Roberts works in probation. In this field you will be working to prevent crime and delinquency. You will help see that justice is carried out. You will help protect society and rehabilitate offenders. There are increasing opportunities for women, both high school grads and those with professional training.

Specialized police jobs include criminal investigation, crime analysis, juvenile aid, personnel, and planning. State police officers handle traffic law enforcement and investigations of accidents. Within the criminal justice system there are jobs in probation, parole, the courts, and correctional institutions.

Pat Roberts, Probation Officer

Pat Roberts is counseling one of her clients, a seventeen-year-old who's been in trouble with the law. She asks softly but directly, "How come you didn't show up at school last week? The dean said he'd suspend you if you cut again."

"My mother's in the hospital, and I had to take my sister to the clinic," he answers.

"But why didn't you explain to the dean? You had a legitimate excuse."

"He said I had to come every day, or I'd be out of the program. So when I had to be out, I just didn't go back. I got myself a job," he offers.

To Pat, the most important part of her job is counseling. She's not a probation officer to catch people and punish them. She's trying to help them straighten out their lives.

Pat tries to find out why this boy wants to drop out, and what he really wants to do with his life. Finally, she says, "I think you have to really think this decision through."

Pat always knew she wanted to work with people, and their problems. She's the kind of person friends come to for advice. In high school she was active in student groups. The fact that her parents died young, and she helped raise a younger brother and sister, gave her some special experience. In college Pat prepared to be a social worker, and held summer jobs with Operation Headstart. After graduation, Pat took her city's civil service exams and was accepted for training as a parole officer. She saw her first case after four weeks.

Pat has seen many sides of probation work. As an investigating parole officer, she would interview offenders before they went on trial, and prepare a report to help the judge in sentencing. Typically, she'd have to evaluate whether a person would be better off inside a correctional institution, or out "on the street," with the help of probation or perhaps an anti-drug program.

Photo by Jay Good

Next Pat became a supervising parole officer, because she prefers to have contact with her cases over a longer period of time. For the juvenile courts, she supervised children under sixteen and handled cases of child abuse and child custody. She is now with the criminal courts. Most clients are 16 to 23 years old; they may be men or women. "I like working with young people. They often get more of a chance, especially if this is a first offense."

How does she work on a case? "I set down rules. My clients know they must be off drugs, and keep their appointments with me. Then we set other goals. You have to be in school or working. Drifting just gets you into trouble again. If a person is miserable in what he or she is doing, we try to find a better alternative.

"It sounds simple till you consider the odds against my probationers. They come from families with many problems —where there is poverty, poor education, unemployment, broken marriages. With so many strikes against them, they often feel they'll never make it in society, so why even try."

Pat faces a tough job. "When I first started, I wanted so much to help that I'd respond every time a client needed me. Someone would drop in and I'd drop everything to listen. But I've learned you have to set limits. Otherwise your client will become dependent on you and never learn to rely on himself. You have to be understanding of people, but you can't be soft. I give my clients every chance to make it, but if they mess up, I have to violate their parole. I have sent people to prison.

"One big piece of advice is that you can't expect great big results in this job. The problems are enormous. Some of your cases don't make it, or don't make the kind of progress you'd hope for them. You can't get every client to finish school. Sometimes just seeing them get off drugs is a lot of progress."

Pat also feels there are special rewards in her work. "I feel good when I see people function better, not feel they're a total zero. Some of my clients are wonderful human beings, even if they're not your model citizen. When I don't see them change very much, I still feel I'm helping by giving someone the freedom to confide in me. Often they'll tell me, 'I can't talk to anyone else like this.' "

JOB OUTLOOK

Very good. A typical starting salary is $8,500 per year. Experienced

(continued on page 78)

PAT ROBERTS, PROBATION OFFICER
(continued from page 62)

caseworkers in probation can earn $12,000 per year.

TEST YOUR INTEREST

- Are you considered to have emotional maturity?
- Do you relate easily to others? Do you get along in groups?
- Are you basically concerned with people?
- Can you work out personal differences with your friends?
- Try volunteer or summer work in a camp, community center, or social agency.

EDUCATION

Probation officers do a specialized kind of social work. There are some trainee programs for high school and two-year college grads, but most probation departments require a bachelor of arts degree in social science or social work. Some prefer a master's degree.

TO FIND OUT MORE

Write to The National Council on Crime and Delinquency, 411 Hackensack Avenue, Hackensack, NJ 07601. Ask for the free booklet, "Careers in the Criminal Justice System."

ALICIA PARKER, POLICE OFFICER
(continued from page 64)

every day. It's exciting."

JOB OUTLOOK

Very good. There is a trend to increase the number of women in police work, and to give them a broader range of assignments than in the past. City police officers' average salaries are $10,000 to $11,000 per year.

TEST YOUR INTEREST

- Can you communicate well with all kinds of people?
- Do you like being physically active?
- Do you want to serve the community?
- Can you stay cool in a crisis?
- Participate in Police Athletic League or another police-sponsored community project.

EDUCATION

A high school diploma is required by almost every law-enforcement agency. College training can be valuable in preparing for advancement and specialized areas such as criminology and police administration. Applicants must pass a written exam and be in excellent physical condition.

TO FIND OUT MORE

Write to the International Association of Chiefs of Police, Inc., 11 Firstfield Road, Gaithersburg, MD 20760. Ask for the brochure "Requirements for a Police Career."

EDITOR'S NOTE: If you think you may be interested in a law-enforcement career, ask your teacher to show you the "opportunities chart" on page F-55 of her February issue of FORECAST for Home Economics.

EXAMPLES OF HOW EACH AREA CAN BE FURTHER BROKEN DOWN INTO JOB AREAS

"NEWS BULLETIN"*

PICK YOUR JOB

Employment Opportunities

related to

CLOTHING

1. Alterations girl in a department store
2. Dressmaking and altering clothing at home
3. Selling:
   a. Clothing
   b. Yard goods and notions
4. Making draperies and curtains
5. Cover buttons, make belts
6. Sewing machine demonstrator
7. Making children's clothing
8. Making specialty items at home such as aprons, stuffed animals, place mats, and holiday table cloths
9. Dry cleaning and laundry aid who may work as a sorter, spotter, presser or inspector
10. Attendant in a self-service laundry
11. Performing a laundering service at home
12. Helper in a hospital linen room---counting, handing out and repairing

Examples of career education integration

1. Foods: Simulated running of soda shop and/or actual experience. This may involve all students or only interested students. (Some May be involved with management, buying, etc). Students would not only be learning food principles, serving etiquette, grooming, management, consumer education, and responsibility but would be exploring these occupations.
2. Nutrition: When working with planning of diets, why not simulate a dietition's responsibility and how special diets are actually planned. From this, students could prepare foods following insitutional methods or as if they were preparing special diets for family members. Students will soon see the importance of dietary planning, understand RDA and MDA, serving amounts, as well as attractive table settings, cleanliness, and accuracy in food preparation. This activity gives menu planning some purpose and relevancy.
3. Clothing: When making craft projects or easily constructed garments, set up an assembly line production. Students could be assigned various occupations that are actually found in a garment factory. For high level students, designing a project and carrying it through the various steps include making the pattern and construction would surely be challenging.

Although I have only mentioned, three areas of Home Economics you can easily contemplate ways that career education can be integrated with other curriculum materials such as Consumer Education, Grooming, Child Care and Development, Leisure Time Projects and Crafts, Family. The above examples are general. They in no way include all the possible choices and ideas for integrating subject matter with career education.

Employment Opportunities

related to

FOODS

1. Helper in lunchroom
2. Bakery helper or sales clerk
3. Hostess in a restaurant
4. Soda fountain girl
5. Helper in a foods testing laboratory
6. Food service helper
7. Helper in a hospital, nursing home or other institutions
8. Household assistant and cook for a full-time employed homemaker
9. Food store helper (wrapper, salesgirl, checker, stockgirl
10. Making specialty items in the home (cakes, cookies, candy, tea, and sandwiches)
11. Family dinner service specialist

THIS SKIT IS AN EXAMPLE OF SIMULATED WORK EXPERIENCE

S K I T

IT HAPPENED IN THE SODA SHOP

SETTING: Soda Shop - manager talks to two new waitresses, then girls come in and sit at 2 tables. One table of girls is waited on immediately by Dependable Dolly.

CHARACTERS:
1. 1 manager
2. 2 waitresses
3. girls (any number) to sit at 2 tables

MATERIALS NEEDED: napkins, paper cups, straws

S K I T

MANAGER: (talks to Dependable Dolly and Unpredictable Polly) - "Girls I want you to be sure to serve customers as soon as possible after they are seated. Make sure to get the orders correct and try to remember who ordered each item. Always be friendly and courteous to the customers. Be careful when you are carrying orders and when you serve them."

1 GROUP OF GIRLS COME IN AND SEAT THEMSELVES

DEPENDABLE DOLLY: (as soon as girls are seated Dolly walks over to her table) "Good afternoon girls, what will you have today?"

GIRLS: 1 vanilla shake, 1 chocolate shake, 1 vanilla shake.

DOLLY: "That's 2 vanilla shakes and 1 chocolate. Thank you." (Dolly gives order to manager) "2 vanilla shakes and 1 chocolate." (While Dolly waits for the order to be made, she takes napkins and straws to the girls at her table.)

MANAGER: "Dolly, order ready."

DOLLY: (Dolly serves the shakes carefully--remembering which flavor goes to each girl.) "I hope you enjoy your shakes, and if you want anything else, I will be happy to get it for you."

GIRLS: (The other group of girls come in and seat themselves.)

UNPREDICTABLE POLLY: (Polly waits about 3 to 5 minutes before going over to get the order. During this time, she sits on a stool and files her nails as if no one is waiting for her service.) Polly finally goes over to take the order - she greets the girls with - "WHAT DO YOU WANT?"

GIRLS: "1 chocolate shake, 1 vanilla shake, 1 chocolate shake."

POLLY: (to manager) 2 vanilla shakes and 1 chocolate. While waiting for the order, Polly combs her hair.

MANAGER: "Polly, order ready."

POLLY: (serves shakes carelessly and tips over 1 shake. Serves wrong flavor to the girls.)

GIRLS: "I ordered vanilla, not chocolate, yes and I ordered chocolate not vanilla." They discover Polly gave their order in wrong and tell her. Polly argues with them. They become dissatisfied with the service and leave.

POLLY: (just stands with hands on her hips and stares)

MANAGER: "Polly!! You did everything wrong!!"

I will check what I think is the best choice in each of the situations given below.

1. _____ Eating a bun and coffee for breakfast
   _____ Eating bacon, eggs, toast, fruit, and milk for breakfast

2. _____ Eating a hamburger and a soft drink at the drugstore
   _____ Having a hamburger, corn, Lima beans, and milk at home

3. _____ Eating a big piece of cake in the afternoon
   _____ Drinking a glass of orange juice or milk in the afternoon

4. _____ Waiting for dinner at 6:00 P. M.
   _____ Eating an apple at 5:30 in the afternoon

5. _____ Drinking milk for dinner
   _____ Drinking soft drinks for dinner

6. _____ Sitting down at the table with my family for meals
   _____ Eating a can of cold beans in the kitchen

7. _____ Eating a bag of potato chips and a candy bar for lunch
   _____ Eating a peanut butter sandwich, soup, and milk for lunch

8. _____ Eating five rolls and a piece of meat for dinner
   _____ Eating meat, vegetables, rolls, and milk for dinner

9. _____ Trying some food I have never had before
   _____ Never tasting any new foods

10. _____ Taking time to eat three good meals a day
    _____ Skipping meals because I am in a hurry

I will check the vaccinations and shots that I have had.

_____ Smallpox _____ Typhoid _____ Tetanus

_____ Polio _____ Flu _____ Whooping cough

_____ Diphtheria _____ Measles _____ Scarlet fever

Sometimes I will become sick even if I have been careful. I should see my doctor if I become sick. The doctor may give me medicine to make me feel better. It is very important to do what my doctor tells me to do. I should only take medicine that my doctor or my parents give me.

Here is a list of things that help me fight sickness. I will check the things that I do now.

_____ I wash my hands before eating.

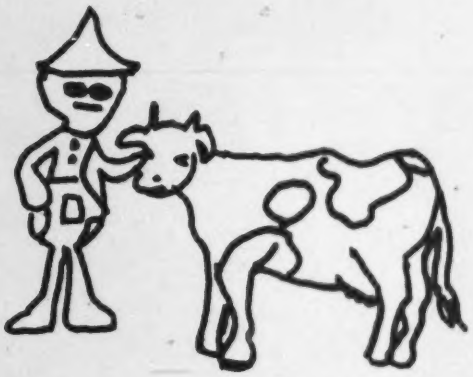
_____ When I do not feel well, my parents call the doctor.

_____ I help to keep my house clean.

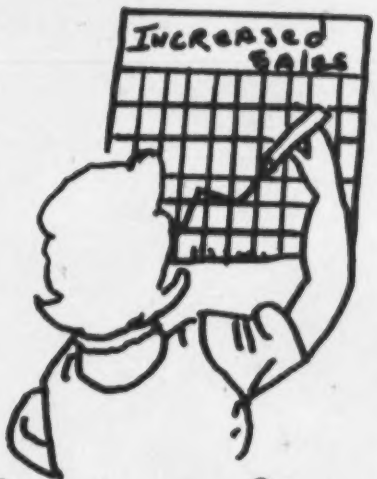
_____ I try to see my doctor once a year for a checkup.

_____ I only take medicine given to me by my doctor or my parents.

_____ I eat the proper foods and get a lot of rest.



Exposure



Real Life
Experiences

Career Orientation
7-8

Field Trips to
Business & Industry

Resource
People

Role Playing

Trying out

Career Exploration

9 - 12

Hands-on Activities

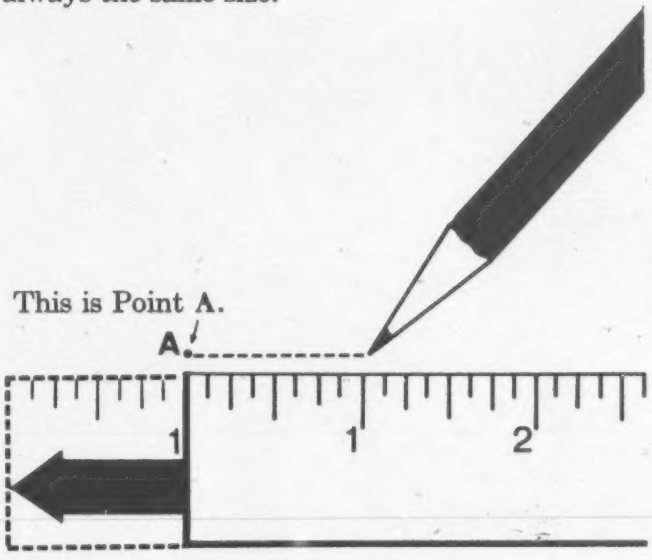
What's it like?

Vo-Tech School
On-the-job-training
Career Preparation
10-12
Distributive Education
Vo-Ag Skills

You learned that using your own feet to measure in feet did not work well. People's feet come in all different sizes. The same thing happens when you try to use your thumb for measuring inches. People's thumbs are not all the same size. Using a ruler, a whole inch is always the same size.

LET'S MEASURE

1. Put the left end of your ruler at Point A. Draw a line against your ruler from Point A to just over 1. Move your ruler left until 1 is at Point A. Draw a line against your ruler from 1 to 2.



You made two lines using your ruler. Are these two lines different or the same? _____ Is one line as long as the other line? _____

Why? _____

How long are the lines? _____

2. Put the left end of your ruler under Point A of Line AB. Make the top of your ruler even with Line AB. What number on your ruler is right under Point B? _____ This number tells you how long Line AB is. Line AB is _____ _____ long.

   This is Line AB. **A**_____**B**

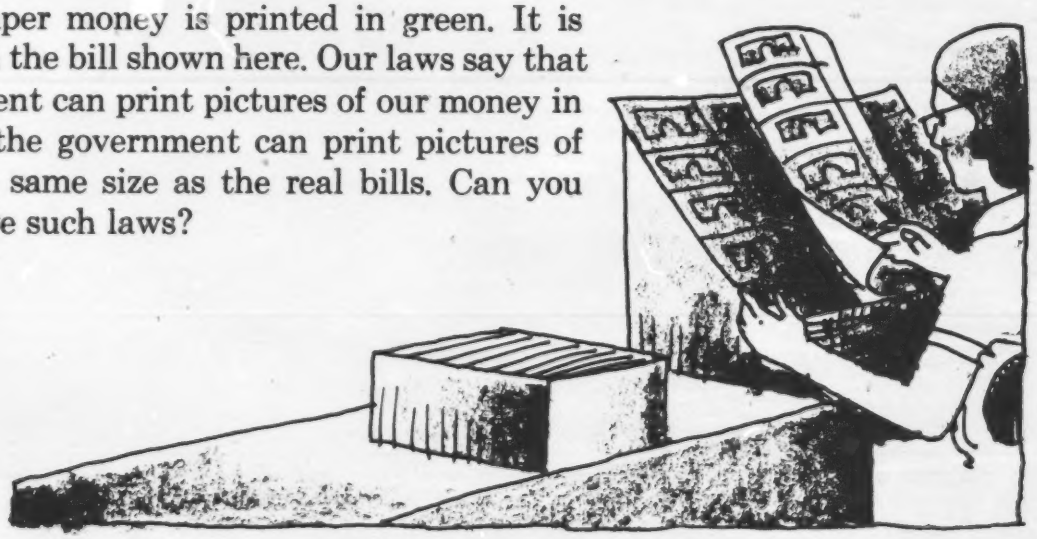
3. Put the left end of your ruler under Point C of Line CD. Make the top of your ruler even with Line CD. What number on your ruler is right under Point D? _____ How long is Line CD? _____ _____

   This is Line CD. **C**_____**D**

The penny and the nickel have smooth edges. All of the other coins have rough edges. They have many lines cut into them. Blind people can tell one coin from another by touch. Can you?

The dollar coin with President Eisenhower on its front is a very new coin. It first came out in 1971. When coins are very new, many people collect them. They do not circulate, and they become hard to find. You probably will not see many of them in the next few years. The same thing happened to the President Kennedy half-dollar after it came out in 1964. Most of the time, people use the dollar bill anyhow. Do you know which of our presidents is pictured on this dollar bill?

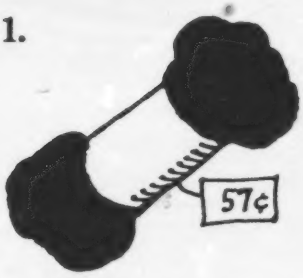
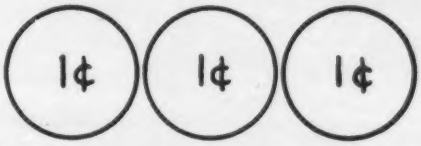
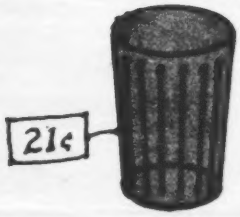
All of our paper money is printed in green. It is bigger in size than the bill shown here. Our laws say that only the government can print pictures of our money in green. And only the government can print pictures of bills that are the same size as the real bills. Can you guess why we have such laws?



NAME _____

Figuring Your Change

You are buying the items in the first column with the money in the second column. Figure out what your correct change should be and draw it in the third column. Then write the total amount of your change in the blank.

You Buy	Pay With	Your Change
1. 		 Total change 3 ¢
2.		Total change ____ ¢
3. 		Total change ____ ¢
4.		Total change ____ ¢

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McDONALD'S®

SAMPLE COPY

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE _____ SOCIAL SECURITY NUMBER _____

NAME _____ (LAST / FIRST / MIDDLE) AGE _____

PRESENT ADDRESS _____ (NO. & STREET / CITY / STATE) HOW LONG THERE? _____

PREVIOUS ADDRESS _____ (NO. & STREET / CITY / STATE) HOW LONG THERE? _____

PHONE NO. _____ OWN HOME _____ RENT _____ BOARD _____ DATE OF BIRTH _____ HEIGHT _____

WEIGHT _____ MARRIED _____ SINGLE _____ WIDOWED _____ DIVORCED _____ SEPARATED _____ CITIZEN OF U. S. A.? _____

NO. OF CHILDREN _____ DEPENDENTS OTHER THAN WIFE OR CHILDREN _____ REFERRED BY _____

EDUCATION

NAME AND ADDRESS OF LAST SCHOOL ATTENDED _____ DATES _____

CIRCLE LAST YEAR COMPLETED — GRADE 5 6 7 8 HIGH SCHOOL 1 2 3 4 OTHER 1 2 3 4

SPECIAL TRAINING AND SKILLS _____

MILITARY

BRANCH _____ FROM _____ TO _____ RANK _____ TYPE DISCHARGE _____ DRAFT CLASS _____

FORMER EMPLOYERS

LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM TO				
FROM TO				
FROM TO				
FROM TO				

EVER DISCHARGED FROM A JOB? _____ MAY WE CALL PRESENT EMPLOYER? _____ EVER BONDED? _____

EVER REFUSED BOND? _____ EVER APPLY OR WORK AT McDONALD'S® BEFORE? _____ WHERE? _____ WHEN? _____

EVER ARRESTED? _____ IF SO, PLEASE EXPLAIN _____

DO YOU HAVE ANY OVERDUE BILLS? _____ IF SO, PLEASE EXPLAIN _____

PHYSICAL RECORD

HAVE YOU ANY DEFECTS IN HEARING? _____ IN VISION? _____ IN SPEECH? _____

ANY OTHER PHYSICAL DEFECTS? _____

WERE YOU EVER INJURED? _____ GIVE DETAILS _____

IN CASE OF EMERGENCY NOTIFY _____ (NAME / ADDRESS / PHONE NO.)

GENERAL ELECTRIC

AN EQUAL OPPORTUNITY EMPLOYER

APPLICATION FOR EMPLOYMENT

SAMPLE COPY

It is the policy of the General Electric Company to provide employment, training, compensation, promotion and other conditions of employment without regard to race, color, religion, national origin, sex or age, except where age or sex are bona fide occupational requirements.

PERSONAL

PRINT NAME _____ (Last / First / Middle / (Maiden)) SOC. SEC. NO. _____

TEMPORARY ADDRESS _____

PERMANENT ADDRESS _____ (No. & Street / City / State / Zip Code / Telephone)

	NAME	RELATION	NAME	RELATION
NAMES OF HUSBAND OR WIFE, AND DEPENDENT CHILDREN				
PARENTS' NAMES				

NOTIFY IN EMERGENCY _____ (Name / Address / Telephone)

HAVE YOU ANY DEFECTS OR LIMITATIONS? (Physical, Mental, other.) ☐ YES ☐ NO IF YES, EXPLAIN FULLY

CHECK ONE: MAN ☐ WOMAN ☐

HEIGHT _____ WEIGHT _____

JOB INTEREST

POSITION DESIRED

WAGES OR SALARY EXPECTED $ _____ PER { HR. / WK. / MO.

OTHER POSITIONS FOR WHICH YOU ARE QUALIFIED

DATE AVAILABLE

WHAT INTERESTED YOU IN GE?

LIST NAMES AND COMPANY LOCATIONS OF RELATIVES EMPLOYED BY GE

WERE YOU EVER EMPLOYED BY GE? IF YES, WHERE & WHEN?

HAVE YOU EVER APPLIED FOR WORK AT GE? IF YES, WHERE & WHEN?

EDUCATION AND TRAINING

CIRCLE HIGHEST GRADE COMPLETED IN EACH SCHOOL CATEGORY

GRADE SCHOOL 1 2 3 4 5 6 7 8 | HIGH SCHOOL 9 10 11 12 | COLLEGE 1 2 3 4 | GRAD. SCHOOL 1 2 3 4

	NAME / LOCATION	COURSE-DEGREE	YEAR GRADUATED
GRADE SCHOOL		X X X X	
HIGH SCHOOL			
COLLEGE			
GRADUATE SCHOOL			

APPRENTICE, BUSINESS OR VOCATIONAL SCHOOL

SERVICE SCHOOLS OR SPECIAL SERVICE EXPERIENCE

OTHER TRAINING OR SKILLS (Factory or Office Machines Operated, Special Courses, etc.)

POSSIBLE BUSINESS RELATED INTERESTS (Volunteer Fireman, First Aid Training, etc.)

MILITARY

BRANCH OF U.S. SERVICE	DATE ENTERED	DATE DISCHARGED	FINAL RANK	SELECTIVE SERVICE CLASSIFICATION

TYPE DISCHARGE

RESERVE OR NATIONAL GUARD STATUS

HAVE YOU EVER BEEN CONVICTED OF A MISDEMEANOR OR A FELONY? ☐ YES ☐ NO IF YES, EXPLAIN FULLY

PLEASE COMPLETE OTHER SIDE

FN-991 (4-71)

45

MY PERSONAL HISTORY

NAME _____ Male ☐ Female ☐
LAST FIRST MIDDLE

ADDRESS _____ HOW LONG AT THIS ADDRESS? _____ YEARS
NUMBER STREET CITY STATE ZIP

PREVIOUS ADDRESS _____ HOW LONG AT THIS ADDRESS? _____ YEARS
NUMBER STREET CITY STATE ZIP

TELEPHONE _____ SOCIAL SECURITY NUMBER _____ DRIVER'S LICENSE? ☐ YES ☐ NO

AGE _____ YEARS DATE OF BIRTH _____ HEIGHT _____ FEET _____ INCHES
MONTH DAY YEAR

PLACE OF BIRTH _____ WEIGHT _____ POUNDS
CITY STATE

Father's name _____
LAST FIRST MIDDLE

Mother's name _____
LAST FIRST MIDDLE

Father's occupation _____ Mother's occupation _____

Are you single? married? divorced? separated? widow? widower? (Circle the answer.)

Name any language you know other than English: _____

How well do you know it? (Underline the answer.) understand? speak? read? write?

EXERCISE 3

My Educational Record

An employer will always want to know about your educational record. It is important to an employer to know what schools you have gone to. Often, the employer will write or call these schools to learn what kind of student you have been. Even more important sometimes are the subjects that you studied in school. Some of these subjects make you better prepared for a job in the eyes of an employer.

You may have to think a long way back to fill out your educational record. You may have to ask your parents for help. Put together all of the information for your educational record on these two pages. Keep it until you need it when you apply for a job.

MY EDUCATIONAL RECORD

SCHOOLS ATTENDED

GRADE	NAME OF SCHOOL	ADDRESS	DATES ATTENDED
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

TELEPHONE NUMBER OF PRESENT SCHOOL _____

TSpE-2.8

MY WORK EXPERIENCE RECORD

DATES	EMPLOYER, ADDRESS	KIND OF WORK	HOURS PER WEEK	RATE OF PAY
FROM TO				
FROM TO				
FROM TO				
FROM TO				
FROM TO				
FROM TO				
FROM TO				
FROM TO				
FROM TO				
FROM TO				

EXERCISE 6

My Health Record

Your health is important for any job—for your safety and for the safety of other people. Job application forms will ask you questions about your health and your physical condition. There will be questions such as those on the form below—and often many more. Fill out your health record and keep it for future use. You may need help from your parents.

MY HEALTH RECORD

1. HOW IS YOUR GENERAL HEALTH? EXCELLENT _____ GOOD _____ POOR _____

2. HAVE YOU A HEALTH CERTIFICATE? YES_____ NO_____

3. DO YOU NEED TO WEAR GLASSES? YES_____ NO_____

4. DO YOU NEED TO WEAR A HEARING AID? YES_____ NO_____

5. CAN YOU SEE COLORS CORRECTLY? YES_____ NO_____

6. HAVE YOU ANY PHYSICAL HANDICAPS OTHER THAN THOSE OF SEEING OR HEARING? IF YOU HAVE, LIST THEM HERE.

7. DO YOU HAVE A FAMILY DOCTOR? YES_____ NO_____

   DOCTOR'S NAME _____ TELEPHONE _____

   ADDRESS _____
   NUMBER STREET CITY STATE ZIP CODE

8. DO YOU BELONG TO ANY MEDICAL PLAN? IF SO, NAME _____

9. WHEN DID YOU HAVE YOUR LAST PHYSICAL CHECKUP? _____
   DATE

10. WHEN DID YOU HAVE YOUR LAST TUBERCULOSIS TEST? _____
    DATE

11. DESCRIBE ANY MAJOR ILLNESS, INJURY, OR OPERATION YOU HAVE HAD.

12. IF YOU HAVE HAD PROBLEMS WITH ANY OF THE FOLLOWING, INDICATE BY A CHECK MARK.

☐ HEART	☐ ASTHMA	☐ FAINTING OR DIZZINESS	☐ NERVOUS BREAKDOWN*
☐ BACK	☐ RUPTURE (HERNIA)	☐ HAY FEVER, ALLERGY	☐ VENEREAL DISEASE*
☐ EPILEPSY	☐ DIABETES	☐ TUBERCULOSIS	☐ DRUGS*

* Do *not* check the boxes for drugs, nervous breakdown, or venereal disease. They are listed here only because you will sometimes find them on application forms. Don't be surprised, and answer truthfully if you are asked.

Notebook Entry 28

PERSONAL DATA SHEET

PERSONAL DATA SHEET

Name _____

Address _____
(Number and Street)

_____
(City, State, and Zip Code)

Phone Number _____

Sex _____ _____
Male Female

Age _____ Birth Date _____
Month Day Year

Height _____ Place of Birth _____
(City, County, State)

Weight _____

Social Security Number _____ Draft Status _____

Father's full name _____

Mother's full name _____
(maiden name)

Education

	From (year)	To (year)
Elementary _____ (Name of school)		
Junior High _____		
Senior High _____		

References

Name _____ Relationship _____

Address _____

Name _____ Relationship _____

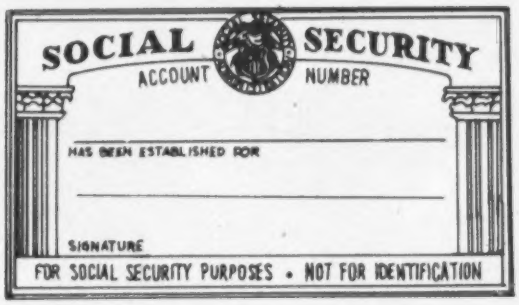
Address _____

Name _____ Relationship _____

Address _____

Notebook Entry 26 WORKING PAPERS

Have you applied for - or do you have - a social security card? If you have one, write your social security number on this form.



Fill in information from your birth certificate.

PLACE OF BIRTH

County of _____

City of _____

FULL NAME OF CHILD

_____

Sex _____

STATE OF
DEPARTMENT OF HEALTH
CERTIFICATE OF BIRTH

Primary Registration Dist. No. _____

Hospital _____

Date of birth _____

CERTIFICATE OF ATTENDING PHYSICIAN

I hereby certify that I attended the birth of this child, who was born alive at (time) _____ on the date above stated.

(Signed) _____

Address _____

REGISTRAR _____

Notebook Entry 40 PAYCHECK DEDUCTIONS

FORM W-4 (Rev. July 1969)
Department of the Treasury
Internal Revenue Service

Employee's Withholding Exemption Certificate

Type or print full name _____ Social Security Number _____

Home address _____ City _____ State _____ ZIP code _____

EMPLOYEE: File this form with your employer. Otherwise, he must withhold U.S. income tax from your wages without exemption.

EMPLOYER: Keep this certificate with your records. If the employee is believed to have claimed too many exemptions, the District Director should be so advised.

HOW TO CLAIM YOUR WITHHOLDING EXEMPTIONS

1. If SINGLE (or if married and wish withholding as single person), write "1." If you claim no exemptions, write "0" . . . .
2. If MARRIED, one exemption each is allowable for husband and wife if not claimed on another certificate.
   (a) If you claim both of these exemptions, write "2"; (b) If you claim one of these exemptions, write "1"; (c) If you claim neither of these exemptions, write "0" . . . .
3. Exemptions for age and blindness (applicable only to you and your wife but not to dependents):
   (a) If you or your wife will be 65 years of age or older at the end of the year, and you claim this exemption, write "1"; if both will be 65 or older, and you claim both of these exemptions, write "2" . . . .
   (b) If you or your wife are blind, and you claim this exemption, write "1"; if both are blind, and you claim both of these exemptions, write "2" . . . .
4. If you claim exemptions for one or more dependents, write the number of such exemptions. (Do not claim exemption for a dependent unless you are qualified under Instruction 4 on other side.) . . . .
5. If you claim additional withholding allowances for itemized deductions fill out and attach Schedule A (Form W-4), and enter the number of allowances claimed (if claimed file new Form W-4 each year) . . . .
6. Add the exemptions and allowances (if any) which you have claimed above and enter total . . . . [ ]
7. Additional withholding per pay period under agreement with employer. (See Instruction 1.) . . . . $

I CERTIFY that the number of withholding exemptions and allowances claimed on this certificate does not exceed the number to which I am entitled. 648—10—80516-1

(Date) _____, 19____ (Signed) _____

Address of local IRS office:

_____

_____

_____

_____

Draw arrows to these items:

Federal income tax
State income tax
FICA
Insurance

SMITH & CO.

THE November 10, 19 71
TO John Turner

TOTAL WAGES	114	00
SOC. SEC. TAX	5	95
U.S.IN. TAX	14	80
STATE TAX	2	35
TOTAL DEDUCT.	23	10
AMT. of CHECK	90	90

SMITH & CO.

November 10 19 71 70-199/211

PAY TO THE ORDER OF John W. Turner $ 90.90

Ninety and 90/100 DOLLARS

1ST STATE BANK

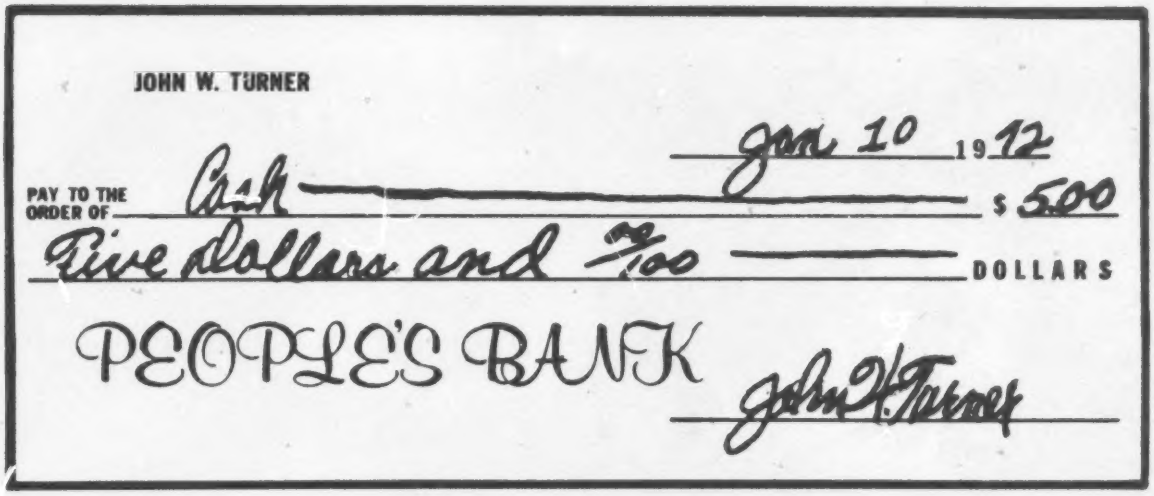
B.K. Williams

54

Notebook Entry 38 BANKS

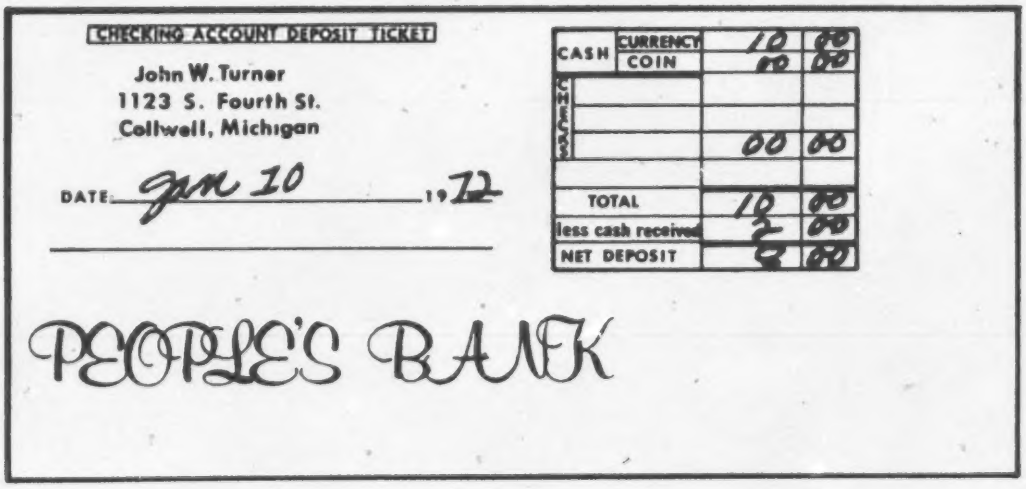
Draw arrows to the following items on the personal check:

date
payee
amount
signature



Draw arrows to the following items on the deposit slip:

date
amount
less cash
total deposit



E-Z MARKETS SALE!

THIS WEEK ONLY

SHOP AND COMPARE OUR PRICES

OPEN 9 A.M. TO 9 P.M., TO 6 P.M. ON SUNDAYS

MAXWELL HOUSE
COFFEE
2 LB.
REG. $1.40
NOW $1.09

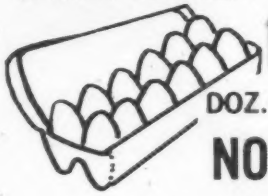
HEINZ
CATSUP
14 OZ. REG. 27¢
NOW 22¢

GIANT SIZE
TIDE
DETERGENT
REG. 83¢
NOW 59¢

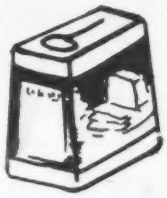
CALO
CAT FOOD
REG. 3 FOR $1.00
NOW 4 FOR $1.00

SWIFT'S ALL MEAT
HOT DOGS
REG. 79¢
NOW 65¢

DEL MONTE
CORN
REG. 23¢
NOW 19¢



SPRING CHICKEN JUMBO
EGGS
DOZ. REG. 67¢
NOW 60¢



SPAM
REG. 62¢
NOW 57¢

CRISCO VEGETABLE
OIL 24 OZ.
REG. 48¢
NOW 39¢

BAKER'S DELIGHT **WHITE BREAD**

REG. 36¢
NOW 4 FOR $1.00

BIRDSEYE **ORANGE JUICE**

REG. 4 FOR $1.00
NOW 5 FOR $1.00

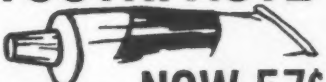
NABISCO SALTINE **CRACKERS**

1 LB. BOX
REG. 37¢
NOW 33¢

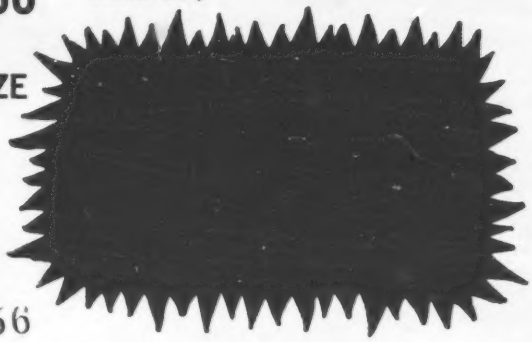
CARNATION
TUNA

REG. 39¢ A CAN
NOW 4 FOR $1.00

ULTRA-BRITE GIANT SIZE
TOOTHPASTE



REG. 79¢ **NOW 57¢**



Now fill out this chart for the stores you visited. Make an X for a store each time you answer *yes* to a question.

Comparing Food Stores

Questions	*Store 1*	*Store 2*	*Store 3*
1. Does this store sell good food?			
2. Is this store close enough to my home?			
3. Does this store have many different kinds of food to choose from?			
4. Is the service at this store good?			
5. Does this store have low prices?			

Did you make X's in every box for a store? If you did, then that store is a *very* good place to shop.

Did you make X's to Questions 1, 2, 3, and 5 for a store? If you did, then that is a good place to shop.

Did you make X's to Questions 1, 2, and 5 for a store? If you did, that store could still be a good place to shop. But you may also have to go to another store once in a while.

Don't shop in a store that did not get X's for Questions 1 and 5. That store is not a good place to go shopping.

Which of the stores you visited is the best one for your shopping? _____

How You Should Look

Your clothes for an interview do not have to be new. But they should be clean and pressed. Your shoes should be shined. Your face and hands should be clean. Your fingernails should be clean. Your hair should be neat and combed. You should brush your teeth before you go to the interview.

What you should wear when applying for a job depends on the job you are after. If you are a boy applying for a job in a business office, you would wear a well-pressed suit or a sports coat and matching slacks. You would have on a clean shirt and a tie, and your shoes would be shined. You would not wear anything loud. But if you are applying for a job on a farm, you will be better dressed if you wear clean jeans, a clean work shirt, and clean boots.

A girl should not wear fancy clothes when applying for a job. She should not wear fancy jewelry. She should not wear lots of makeup or have a fancy hairstyle either. She should wear a simple suit or dress and shoes that are in good taste.

How You Will Be Judged

The interviewer will judge you by many things. He will study your appearance. He will listen to you talk. He will consider not only what you say, but the way you say it. He will watch your actions. He will look to see if you sit straight and walk straight. He will judge you by your manners, your education, and your experience. He will judge you on how he thinks you will fit in with the people already on the job. Think about these things very carefully before you go for an interview.

Personal Appearance Checklist

Boy

____ Am I clean?
____ Did I brush my teeth?
____ Are my nails clean?
____ Is my hair trimmed, neat, and clean?
____ Did I shave?
____ Are my shoes shined?
____ Are my clothes clean and pressed?

Girl

____ Am I clean?
____ Did I brush my teeth?
____ Are my nails clean?
____ Is my hairstyle neat and simple?
____ Is my makeup simple?
____ Are my shoes clean and do they match my outfit?
____ Is my dress clean and pressed?

Building Service Jobs

Working in All Kinds of Buildings

Janitor (male or female)

1. Sweeps, vacuums, and polishes floors.
2. Cleans and dusts.
3. Empties garbage.
4. Cleans restrooms.
5. Washes windows.
6. Moves furniture.
7. Maintains heating system.
8. Shovels snow.
9. Makes simple repairs.

The Evening and Sunday Bugle
CLASSIFIED WANT AD SECTION

Help Wanted, Women

ASSIST gen housekeeping. Pri. rm., bath., TV. Exp. Local refs. $225 up. 678-3492

BABY SITTER—Live in/out $25 wk., 5 days. 743-7000, ext. 639 days, 386-7421 eves.

BAKERY SALES EXPER. Santibee Sweet Shop, near Memorial Hosp. For appt. 213-2344.

BEAUTICIAN — Exp. preferred. New beauty salon. Guar. salary + commiss. Paid vacation. 589-4897, San Bruno.

BEAUTICIAN—Good oppty. Foster City, San Mateo. 584-0465.

BEAUTY operator, full time. Top salary plus commission. Redwood City 368-8862

BEAUTY Opr.-Stylist. Apply in person 1564 Union. 474-1869.

BEAUTY operator, experienced. Apply 848 Clement St., S.F.

BILLING GIRL

Immediate opening for alert dependable girl with a figure aptitude and ability to type. Accounting experience a must. Top company benefits, excellent future. Apply in person 9 to 11 & 1 to 4 weekdays.

WESGO

555 Harbor Blvd. Belmont

CHILD CARE—Housework. High wages. M-F. Exper. Refs. Call Mrs. Smith. 373-3437.

CLERK-TYPIST

IMPORT/EXPORT DOC.
Good figure aptitude. 60 wpm min. elec. Pleasant office. Full program of benefits. Start: $340-$420

Harper Robinson Co
545 Sansome, S.F.
Call MR. SERNA. 392-2727

CLERK TYPIST

Interesting position in large insurance company in Financial District. 45 w.p.m., good with figures. Diversified duties. Excellent benefits.
Personnel YU 1-3600, Ext. 322
Equal opportunity employer m/f

CLERK

Fast, efficient worker needed in Office Services Dept. Filing, sorting & varied duties. Salary $388 mo. Burlingame Office. Call at once. 697-9090.

CLERK TYPIST

45 wpm. Lite teller work incl.
FIRST WESTERN BANK
201 Montgomery
YU 1-5050, ext. 236

CLERK TYPIST. Steady. Pleasant working conditions. Advancement. Fringe benefits. 334-3322.

COOK-HOUSEKEEPER. Live in. $400 mo. References. Write this paper, Box 317-28.

COOK and counter girl. Family restaurant. Call afternoons. 746-8321.

COUNTER GIRL

Fast food exp. necessary.

BIG TOP DRIVE IN

2300 Main St.
Weekdays only 2-4 p.m.

COUNTER—Exper., fast, making/serving cold sandwiches. State exper., age, ref. J.C.Grill, 233 Lakefront. All day.

Help Wanted, Women

COUNTER GIRL

Must have fast food exp., refs. Must be available weekends. Apply weekdays 3-4. 102 3rd Street.

FILE CLERKS

Perm., part time file clerk. Job requires constant standing, walking. Must have high school diploma. Min. height 5'2". Hrs. 8:30 a.m. to 12 noon, Mon. thru Fri. Salary $1.63 hr. 8:30 to 12:00 or 1:00 to 4:30.
Apply Personnel Dept.
CALIFORNIA STATE AUTOMOBILE ASSN.
150 Van Ness Ave.

GAL FRIDAY, good typist. Pub. Steno. Offc. YU 2-2677.

GENERAL work in large used furniture, appliances and antiques store. Cleaning, polishing, washing dishes, etc. Local refs., excel. health, bondable. Approx. 6 to 8 hrs. daily as mutually agreeable. 5 day week. Start at $2.25 hour. Only letters with FULL particulars, physical description, age, etc. will be considered. Write this paper, Box 20674.

GEN OFC—Exp. typing, stencil. Will train on mimeo, Dicta. opt. $350-$375. 626-0123 ext. 29.

GIRLS—STUDENTS

Parttime. Make appointments for our business machines. Salesmen $3 to $5 per hour. Salary plus comm. MR. MARTIN 431-6844.

GIRL, part time answer phones, type, filing, general office. Hours vary, norm. 8:30 to 1 p.m. $1.60 per hr. Call 261-7369.

GIRL FRIDAY—Downtown, one girl office. Dependable, general office work, typing, filing, answering phones, etc. Cal 648-2377.

HOUSEKEEPER. For father and 4 children. Live in. Drivers lic. $250 mo. Call 731-9462.

HSKPR.—2 adults. Lov. home. Good sal. Refs. 563-8321.

HOUSE CLEANER. 1 day a week. $1.75 hr. Own trans. 262-7619.

IBM Keypunch Opr.
Pleasant working conditions.
Excellent benefits.
NATIONAL UNION INSUR. CO.
YU 1-5666 ext. 206

Insurance Personnel

STENOGRAPHERS
(experience preferred)

KEY PUNCH OPERATORS
(experienced)

SALARY OPEN
BEAUTIFUL BUILDING
REGULAR SCHEDULED SALARY REVIEWS
EMPLOYEE LUNCH DISCOUNT
MUSIC WHILE YOU WORK
EXCELLENT EMPLOYEES FRINGE BENEFITS PROGRAM

HARTFORD INS. CO.
650 California
434-3000
PERSONNEL DEPT.

Help Wanted, Women

MAID to clean restaurant. Hard worker and reliable only. Refs. req. 355-6888, Lincoln.

MAID for working couple. Good starting salary. Exp. necessary. Local refs. 286-2477.

MAID, HOTEL. Make beds. Part time. Hourly pay. 464-7614.

MOTHER'S HELPER—Bus. woman offers room/board, sm. sal. for lt. duties. 893-4739.

OPERATORS

Embroidery Monogram machine. Top pay, paid holidays. Apply Key Emblem Co. 2500 Sutton.

OPERATORS—Zig-zag on applique, buttons, button-holes, hemming. Experienced only. Form-Fit, 2750 N. Valentine.

OPERATORS. Telephone Co. Train while working. Apply in person. 286 Howe St.

PART TIME

Girl to handle typing and filing in small office. Possibility to develop into full time position. Call 382-6314 for appointment.

POODLE Bather-Piecework. 537 Taraval.

PRESSER

Exper. fine ladies' apparel
Apply in person only
KATA 112 GEARY

PROGRAMMER

Experienced to operate Univac 1004. Learn medium scale tape computor recently installed. Call 835-4321 ext. 474.

CERTIFIED
office personnel service

NOTICE

housewives—newcomers
temporary career girls

BE PREPARED!

870 Market Suite 505

RECEPTIONIST for small office. Pt. time. 282-6341.

RECEPTIONIST-STENO
Attractive, capable young woman, interested in fashion field wanted by National dress manufacturer. Must be experienced, accurate typist-steno, good figure aptitude.
ARNELLE OF CALIFORNIA
421-9177

SALES—How does your future look? We train you for security selling cosmetics. We have the greatest comm. and advancement plan in the U.S. 564-8266. 'til 9 p.m. Earn to $10 hr.

SALES—6 sharp girls, immed. hiring. Excel. sal., to $1.75 hr. Magazine subscription phone sales, Sat. Eve. Post. Hours arranged. 586-3343.

SALES GIRL

No exp. nec. Book dept.
Age 18 and up. 321-8866

SALESLADY—Ladies apparel. Some exp. nec. 1/2 day Sat. only. Call Mr. Marvin, days, 431-8539.

SALESPERSON — Sell fabrics. Will train right girl. Perm., full time. 538-4377.

Help Wanted, Women

SECRETARY exec., excel. in organizing & operating all busi. Heavy typing, bkkg. & PR. No shorthand. Send resume Kelly Buchanan Assoc., 712 Montgomery, S.F.

SECY.-GAL FRIDAY

to manage small office. Must be able to handle medical & legal transcription. Hours 1-9. Phone Mr. Love, 621-2811.

SECRETARY-BEGINNER. Typing. No shorthand. Gd. sal. 272-4848.

SHAMPOO GIRL assistant wanted. Must be clean and willing to work eves. and weekends. Call for interview. 383-7714.

TYPIST — FRONT OFFICE

Good appearance. Alternating shifts. Apply Personnel Ofc.
Whitmore Hotel

TYPIST—Mornings, afternoons, or full time. Attractive office in financial district. Call all day. 759-3456.

TYPIST. 35 hr. wk. Apply Stanfield Business Co. 262 First Street.

WAITRESS. Exp. Apply Smith's Coffee Shop, 7617 Middleton.

WAITRESSES — Combination arm, tray, counter. Refs. req. Employers Agency, 1004 Tucker.

WAITRESS—Counter girl, some exp. pref. Weekends only. Downtown area. Call 644-3826.

WOMAN—Young, for all around restaurant work. Must handle counter also. Closed Sat. Sun. **PICO'S**—2365 Central Blvd.

KEMP

881 Market Agency SU 1-8712

57 YEARS A LEADER

No Fee

Personnel Secy.-coll.	$4/
Legal secy.-W.train	$45(
Secy. I-girl Ofc.	$425
Steno to branch mgr.	$40(
Secy. to V. Pres., furn.	$400+
A/R Clk., lite type	to $400
Keypunch, 1 yr. exp.	$400
Invoice audit trne.	to $40(
Secretary, lt. sh.	$37(
Clerk-typ., 2 yr. exp.	$36(
Cashier-A/R, exp.	$35(
Teller, bank exp.	$35(
Keypunch trainee	$33(
Pricer, drug items	$325+
Clk.-typ., w/tr. gd. typ.	$32(
Asst. ledg. clk., lt. type	$30(
Clk. typist, lt. type	$30(
Jr. typist; nice ofc.	$26(

Fee

Elem. consult., college	$/5(
Secy., fgn skills	$60(
F.C. bkpr. supv. ofc.	$50(
Admin. trne., college	$47(
Keypunch; 2 yrs. exp.	$45(
Secy., lrn. legal	$400
Genl. ofc.-lt. bkpg.	$375+
D/ph. type genl. ofc.	$375+
Clk. typ.-asst. bkpr.	$37(
Cashier-billing	$37(
Type; varied lrn. d/ph.	$360
Keypunch trainee	$360
Typist-d/ph., advance	$350
Phones-type-spk.Fr.	$34(
Fabricator; w/train	$320
Loan clk. trainee	$300
Reception; lite type	$275

WHAT DO YOU LIKE TO DO MOST?

What kind of a job can you do best? This is a tough question to answer by yourself. Two kinds of tests can help you decide. You can take an aptitude test (see page 42). It shows you what you can learn to do best. And you can take a personality test, which shows what you like to do most.

What is a personality test like? It's not really a test, but a look at your interests. There are no passing or failing scores. An answer is right if it is true for you. Your answers tell you and a vocational counselor what kind of job you'd enjoy and do well.

There are many different kinds of personality tests. One kind is here on these pages. Take it for practice. You won't get a grade on this test. Only a vocational counselor can tell you how your answers can help you.

Below you will find a list of things to do in groups of three. Decide which of the three activities in each group you would like to do MOST. Beside this activity, put an X in the first box, the one headed M. Then decide which of the three activities you like LEAST. Beside this activity, put an X in the second box, the one headed L.

Pretend you can do all the things listed, even those that need special training. You may like all three activities in a group, or you may dislike them all. In any case, show what you would choose if you had to choose.

	M	L
1. Repair cars	☐	☐
Design new cars	☐	☐
Sell cars	☐	☐
2. Discover a cure for a disease	☐	☐
Write an article about a disease	☐	☐
Help someone overcome a disease	☐	☐
3. Work at a telephone switchboard	☐	☐
Repair telephone lines	☐	☐
Install telephones in homes	☐	☐
4. Visit a big tobacco farm	☐	☐
Visit a newspaper office	☐	☐
Visit an airplane factory	☐	☐
5. Draw a picture of a dog	☐	☐
Build a doghouse	☐	☐
Write a story about a dog	☐	☐
6. Plan a school dance	☐	☐
Collect tickets at the door	☐	☐
Decorate the dance hall	☐	☐
7. Sort mail in a post office	☐	☐
Grow vegetables	☐	☐
Care for old people	☐	☐
8. Conduct a meeting	☐	☐
Keep track of dues and expenses	☐	☐
Write what happens at a meeting	☐	☐
9. Teach a child how to swim	☐	☐
Fix a toy for a child	☐	☐
Explain electricity to a child	☐	☐
10. Work in an office	☐	☐
Work on a ranch	☐	☐
Sell insurance around the country	☐	☐

3. **Mechanical Work**
   Could this be you? ☐ Yes ☐ No

4. **Clerical Work**
   Could this be you? ☐ Yes ☐ No

5. **Persuasive Work**
   Could this be you? ☐ Yes ☐ No

6. **Outdoor Work**
   Could this be you? ☐ Yes ☐ No

7. **Social Service Work**
   Could this be you? ☐ Yes ☐ No

8. **Artistic Work**
   Could this be you? ☐ Yes ☐ No